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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2013-2014**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: How The World Works**  **Maths: Agenda** | | | | | **Driving  Supporting Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  Data handling, Patterns and function, Number | | | | | | **Skills: application, time management** | | | | | |
| **Materials:** model of a pattern on a strip of paper, Heinemann books, computer, #s worksheet, class inclusion material, writing #s worksheet, pencil case and school bag material, small erasable boards, markers. | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 22 Feb. 10-14/14** | | | | **Time: 1 block** | |
| **Description** | | | | | | | | | | | |
| **Opening:** Explain the Agenda strategy again. Talk about time management, following instructions and class rules. | | | | | | | | | | | |
| **Main Activity:**  **AGENDA**   1. **(teacher)** ESTIMATION: Use a pencil case, colours, glue sticks, rubbers, pencils, rulers. Ask them how many of each item (in turns) can they put inside the pencil case. They have to estimate first, writing a number on the small erasable board, then put them inside, count and write the real number. 2. **(teacher)** CLASS INCLUSION: Only the ones that couldn´t understand the concept. Give different material to make groups at least 2 times, then ask the question: What do you have more…dogs or animals? If they say dogs, you ask: Are dogs animals?   Then, ask again…if they don´t get it, try it again with other material and explain the concept to them.   1. **(ind.)** PATTERNS: Give them a strip of paper and ask them to extend the pattern both sides. 2. Heinemann workbook 3. **Computer:** toy theather 4. **Writing numbers**: worksheet-follow the route 5. Connect numbers with the quantities | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** Do the reflective pause in terms of time management, class rules, enduring understandings, difficulties. | | | | | | | | | | | |